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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.1.    Represent quantities of up to 30 objects in a set. (also found in Routine: Calendar)  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  **CC.K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20,  2.1.2.    Compare sets of up to 30 objects and use the terms more, less or the same to compare the two sets and identify a set with one more or one less than a given set. (also found in Routine: Calendar)  **CC.K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)  2.2.7.    Count by rote to at least 30. (also found in Routine: Calendar)  **CC.K.CC.1** Count to 100 by ones and by tens.  **CC.K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  3.3.8.    Use nonstandard units, physical referents (such as a finger) or everyday objects such as links, Unifix cubes or blocks to compare, estimate and order measures of length, area, capacity, weight and temperature and describe the reasoning and strategies used.  **CC.K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  **CC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  3.3.6.    Recognize events that reoccur (at specific times of the day or week).(Routine-Calendar)  ????  3.3.7.    Locate yesterday, today, and tomorrow on a calendar to sequence events and use terms such as before and after to compare events.(Routine-Calendar)  ????  4.1.1.   Pose questions about objects and events in the environment that can be used to guide the collection of data. (Routine Today’s Question)  ???? |
| **CCSS but not GLE’s**  **K.1.a.** Some properties can be observed with the senses, and others can be discovered by using simple tools or tests. |